Harnett County Schools

Grades K-8 Common Core Learning Experience

**Unit Theme: \_\_\_\_\_\_\_\_Sounds Around Us\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_2\_\_\_\_\_**

*K-8 teachers should collaborate in the implementation of this learning unit. The decision as to the length of instruction of the unit (days), specific activities selected, resources used, etc. will be made within the team or the Professional Learning Team (PLT) at each school.*

**Common Core/Essential Standards:  
 Priority Standards *(2 ELA, 2 Math, 1 Science, 1 Social Studies, 1 Healthful Living, 1 Writing, 1 Fine Arts,   
 1 Math Practices)***

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2.L.5 (a) Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g. describe foods that are spicy of juicy)

2. MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.P.1 Understand the relationship between sound and vibrating objects.

2.G.2 Understand the effects of humans interacting with their environment.

**Supporting Standards**

2.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

2.MR.1.4 Differentiate various instruments based on how their sounds are produced.

**Essential Question:**

How does sound affect our daily lives?

**Learning Target(s) “I can...”:**

I can understand the relationship between sound and vibrating objects.

I can measure items using the most appropriate unit of measurement.

I can identify content specific vocabulary and use it appropriately when speaking or

writing.

I can discuss positive and negative sounds within the environment.

**Criteria for Success “I will...”:**

I will be able to create a working instrument using recycled materials.

I will be able to use my measurement skills to affect pitch and tone of my

instrument’s sound.

I will be able to use content vocabulary correctly to write about my instrument.

I will be able to explain how sounds are made.

I will be able to discuss different sounds found in my environment.

**Time Frame for Unit:**

10 days

**Summative Assessment:**

Use attached rubric for instrument project.

Complete project organizer sheet.

**Prior Knowledge:**

Students will need to know:

* Vocabulary connected with nonstandard measurement
* How to define, estimate, and measure lengths
* Number awareness
* What a vibration is
* Basic understanding of describing words
* Basic understanding of sentence structure
* Awareness of the world around them

**Vocabulary:**

* Vibration
* Environment
* Recycle
* Instrument
* Pitch
* Tone
* Sound
* Volume
* Pollution (noise)
* Inches/feet/centimeters
* Adjectives

**Activities (Brief Description):**

* Invent recycled instruments (using rubric)
* Descriptive writing
* Garage band recordings
* Diagram sketches
* Venn diagram (real instruments/recycled instruments)
* Experiments with measuring and testing pitch and tones
* Presenting, demonstrating projects
* View Youtube.com videos
* Magic School Bus videos-Inside the Haunted House/Going Batty

**Resources (print materials, technology, etc.):**

* Magic School Bus video
* Youtube videos
* Rulers, yardsticks
* Sound manipulatives for experiments-rubberbands, plastic tubs, tuning forks, plastic eggs, glasses with varying amounts of colored water
* Garageband
* Ipods-Discover Musical Instruments App

**Question Stems (Using *Revised Bloom’s Taxonomy*):**

* How would you define…? (content vocabulary)
* How would you describe your instrument?
* How did you design your instrument to create sounds?
* How would you describe your instrument and how it works?
* How do you decide which unit of measure to use when measuring?
* What did you discover about how vibration plays a part in producing sounds?
* Explain how different sounds affect you in your every day life?
* How would you explain or describe how the vocabulary you have learned can be used to explain/teach the idea of sound to someone else?
* How will you defend your position on why sound is an important part of our daily lives?
* How can you compare the sounds we hear in our culture with sounds around the world?

**Formative Assessment(s):**

* Teacher observations
* Learning/Response logs
* Exit/Admit slips
* Think-Pair-Share
* Visual representations
* Projects

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| **Unit Designers: (Teacher/School)**  LuAnn M.-Benhaven  Sandra O.-Anderson Creek  Amber H.-Buies Creek  Emily Q.-Coats  Denise T.-Overhills |